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ABSTRACT

The Counselor Ethnic Awareness Project involved the development, implementation, and assessment of a model training program. Its major purpose was to enable a group of professional school counselors to design and execute projects that would increase appreciation by students, faculty, and community of their own and one another's ethnic heritage. In order to achieve wider impact within a school system, the training program recognized the need for different assumptions by the counselors. Problems and opportunities were viewed as having environmental or institutional origins and solutions, and the counselors were trained in the skills and theory of change agentry. Three major goals were identified. The training attempted to provide the counselors with: (1) a thorough understanding of ethnicity; (2) the skills and knowledge necessary to be effective change agents, including the ability to view client's problems as having institutional origins and solutions; and (3) the confidence to initiate and complete ethnic appreciation projects in their own schools. Participants reported verbally and through written logs that they had achieved a much better understanding of the role, power, and importance ethnicity played in their lives and the lives of the people with whom they personally and professionally interact. (Author)

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# Counselor Ethnic Awareness Project

Grant #G007602809, Ethnic Heritage Studies Program, 1976-77.
Project #549AH60125
Report to the Office of Education, Department of Health Education, and Welfare at completion of project.

Submitted by: Marjorie K. Bradley, Director
Date submitted: August 30, 1977.

This report is submitted in three parts: first, a summary evaluation of the project; second, summaries and evaluations of the ethnic appreciation projects designed and implemented by the counselor-participants; and, third, an outline of the project for use by persons who are implementing similar programs based on this experience.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Comments from their logs reflect these changes:

> When I began this training program I believed we should ignore or repress our ethnic heritage becuase to do otherwise would be devisive. Now I'm beginning to understand that recognizing and appreciating my ethnic heritage and that of my students is an important part of building more effective communication between us.
>
> Today was a day of deep personal insight for me. I explored (for the first time) why my parents don't identify with their ethnic background at all. I now understand their pain.
>
> The activities in the training sessions showed me very clearly that I am not as free from prejudice as I would like to think I am.

To assess whether or not the training program instilled change agent attitudes in the participants, a control/experimental post-test research design was employed which utilized two instruments. One was the School Counselor Attitude Inventory (S.C.A.I.), which tested counselors' willingness to move against the status quo when they feel their clients are being harmed by existing circumstances. Another was video tapes of a small random sample of counselors from both the control and experimental groups (5 of each) counseling a mock client who presented the same ethnic problem to each counselor. These tapes were viewed in random order by independent judges who did not know the identity of the experimental and control counselors. The two measures were administered to both groups after training was completed.

The S.C.A.I., used to measure the willingness to initiate institutional change, revealed a significant difference ($p > .001$) between the two groups. Video tapes, however, did not reveal significant differences. Therefore, we may conclude that, although not always obvious to viewers, when given opportunity to consider how they would handle ethnic and other problems of clients, counselors trained through this program are more committed than untrained counselors to changing the institutional status quo if it is hurting their clients. It seems reasonable to assume that the training created or fostered this commitment.

Another main objective of the program was to train counselors to implement successful change projects that would increase ethnic appreciation in their schools. Thirteen projects were designed and implemented. Although it is too early to assess the lasting effects of the projects, in a short range view all have been highly successful as judged by the counselor-implementors, the advisory council to the total program, and the people for whom the projects were designed. The projects are summarized and assessed by the counselors in section two of this report. Each summary includes a prognosis of the future impact of the project.

The training program itself was evaluated three ways: 1) systematic assessment by a non-participant observer who examined all sessions in detail; 2) structured questionnaires completed by the participants one week after each session and at the end of the total program; and, 3) logs written by the participants recording how, in their professional and private lives, they used the insights, information, and material learned from the training program.

Both the observer and the participants reported the program to be highly effective in meeting its goals. The individual sessions and their components, the program's preparation of counselors for implementing change projects and the applicability of the program to counselors' jobs were all judged by the participants to be good to excellent.

Is a training program of this type effective in teaching skills and instilling attitudes necessary to become institutional change agents for increasing ethnic appreciation? To a large extent it is. The counselors reported that they had become more effective change agents. They had successfully designed and implemented effective ethnic appreciation change projects, many of which utilized Ethnic Heritage Studies materials.

In doing so, they recognized and overcame institutional obstacles, collaborated effectively with groups within their institutions, revealed an understanding of a problem solving process, and maintained a sense of personal commitment and optimism throughout project implementation. Not only did

they demonstrate that they were effective change agents by designing and instituting these projects, but they stated an eagerness to carry out similar projects in the near future.

The Counselor Ethnic Awareness Project accomplished three tasks: 1) identification of school counselors as an excellent target group for effective dissemination of ethnic materials and philosophy; 2) creation and testing of a training program which can teach skills and instill attitudes necessary for effective change agentry to any group within an organization; and, 3) demonstration that school counselors, with appropriate training, can design and implement programs which are successful in deepening the awareness and appreciation of students and staff for their own and one anothers' ethnic heritage.

An outline of the C.E.A. Project was developed which summarizes the logistics of designing and implementing a training program of this type. This outline has been forwarded to persons interested in ethnic awareness training and is now available to anyone who wishes to initiate a program of his/her own.

At the 1977 national convention of the American Personnel and Guidance Association in Dallas, Texas, the philosophy and design of the training program and a preliminary evaluation of its results were presented to an audience of counselors and counselor educators.

At the 1978 national convention in Washington, D.C., a research paper was presented to a similar audience describing the results and evaluation of the project.

An outline of the training program and summaries and assessment of the individual ethnic appreciation projects designed and implemented by participants are in press to be entered into the Resources In Education components of the ERIC system.

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# OUTLINE OF THE COUNSELOR ETHNIC AWARENESS PROJECT

The purpose of this paper is to describe the logistics of the Counselor Ethnic Awareness Project, a training program developed and field tested with funds from the Ethnic Heritage Studies Program. This outline may be helpful to persons implementing similar programs.

The following account will be most useful to those who have identified a problem in education and want to prepare people as change agents to help solve it. Appropriate problems which may be addressed by people trained as change agents are vandalism, sexism, ageism, and many others. Our trainees attacked problems created by a lack of appreciation or prejudice concerning ethnic heritage.

The step by step process which follows to train people to be institutional change agents contains examples drawn from the Counselor Ethnic Awareness Project.

Step 1 Problem Definition and Delineation

Define the problem to be addressed and set goals to solve the problem. This step may seem self evident but it is vital, and obviously must be done well in advance of recruitment and training. The problem and goals in our training program were:

Problem: The lack of appreciation or misinformation about ethnic heritage which result in racism, isolation of ethnic newcomers, loss of self respect and pride, early school dropouts, underachievement, and many other negative consequences.

Goals: 1. To heighten counselors' awareness of and appreciation for their own ethnicity, others' ethnicity, and the ethnic pluralism of the students with whom they interact.

2. To provide counselors with the skills and knowledge necessary to be effective change agents in their schools. Such skills and knowledge would enable them to initiate and implement ethnic appreciation projects and would provide a base for introducing other new programs or changes into their school system.

Step 2 Recruitment.

Any craftsperson appreciates the value of using good raw material. Successful programs choose participants who have high potential to profit from training and have personal characteristics which will enhance the other participants' learning. Effective recruitment can mean the difference between outstanding success and dismal failure of a program. If recruitment produces more than enough people interested in participating in the program, be sure to exercise the option to reject as well as accept candidates based on criteria other than first come, first served. Valuable characteristics for potential change agents which might be used in selecting participants include: enthusiasm for solving the problem to be addressed; sense of dissatisfaction but not hopelessness with the way schools are; willingness to be a system rocker; and a strong sense of one's own identity and power to help others.

Our letter of recruitment was sent to a large mailing list of counselors from one geographical area in the state of Conn. We tried to be as explicit as possible about our purposes, the type and content of training, and the skills and knowledge participants could hope to receive from their involvement. We received a 10% response to our mailing.

Step 3 Preparation of the System

Organizations yield grudgingly to the need for change. Persons attempting new roles and new programs need careful ground work in the institution before they can be accepted. Articles in local newspapers are useful to alert communities to the planning of new programs which will need their support. We helped pave the way for our change agent trainees and their program in school systems by contacting each trainee's immediate supervisor and superintendent of schools by telephone and follow up letter. We explained the nature of the program, the competitive nature of the selection process for trainees, and especially stressed advantages the school system would receive from the program. We asked for help and support from the school administration for the training projects when they were ready to be implemented.

Step 4 Training

The total training sequence, design, and level of commitment expected of participants should be known to all before training begins. A letter of acceptance to our participants included a time schedule and was sent four months before training began. The workshop schedule had 60 hours of training and included two weekends, one at the beginning and one at the end of the training, and four week day sessions two weeks apart.
The schedule topics were:

Session 1: Ethnic Awareness
Session 2: Change Agentry
Session 3: Afro American
Session 4: Chicano
Session 5: American Indian
Session 6: Dynamics of Organizational Change
Session 7: Planned Change Synthesis
Session 8: Project Finalization

A brief summary follows of the major experiences and exercises utilized in the training program.

Session 1: Ethnic Awareness

A. Introductions and Sharing of Expectations. Participants and staff were given opportunity toshare expectations for the program to begin building trust and collaboration.

B. Seven Ethnic Happen ings In My Life. This experience helped participants recognize and accept positive and negative experiences which originated in their own and others' ethnic heritage.

C. Ethnic Intergroup Awareness Communication. The exercise was designed to generate discussion of various ethnic groups' perceptions of themselves, of others, and of others' views of them.

D. Ethnic Fantasy. Each particpant had opportunity to examine the emotional response to his/her ethnic identity and the emotional response to other participants' ethnic groups.

Session 2: Change Agentry

A. Role Playing of Counseling Situations. Ethnic counseling situations were presented as stimuli for discussion of options which viewed the sources and solutions of clients' problems as mainly residing in the clients or in the environment.

B. Model of Planned Change. A six step process to facilitate organizational change was offered for application when the participants designed their own change projects.

Session 3: Afro American

A. Racist Values Continuum. Participants were asked to place themselves along an imaginary continuum depicting their schools' racist attitudes.

B. Racist Counseling Programs. Participants were asked to design the most racist counseling programs possible and compare elements of those programs to practices in their own schools.

Session 4: Chicano

A. Time Capsule Fantasy. Participants were guided through an experience in which they turned back time in fantasy and interacted with their ancestors, generation by generation.

B. Cultural Variables. Each of the variables of sexism, response to authority, power locus, and cooperation and competition were examined through exercises and mini-lectures comparing anglo and chicano responses.

C. Psychosynthesis. Each participant had opportunity to create a symbol representing his/her own ethnicity and one representing the Chicano and imagine the two symbols interacting.

Session 5: American Indian

A. Catastrophic Expectations. The phrase 'if I expose my cultural barriers...' was completed by participants to

uncover emotional blocks to understanding and appreciating others' ethnicity.

B. Indian Thanksgiving Ceremony. A confluent demonstration of an Indian thanksgiving ceremony was presented which used participants as props and celebrants.

Session 6: Dynamics of Organizational Change

A. Lewin's Force Field Analysis and Alschuler's Collaborative Problem Solving Process were presented in ways which allowed participants the opportunity to apply these concepts in the development and implementation of their own projects.

Session 7: Planned Change Synthesis

A. Hollow Square Experiment. Participants were involved in a simulation which allowed them to examine the dynamics of intergroup as well as intragroup communication.

B. Small Work Groups. Trainees gave suggestions to one another and helped critique each others' developing projects.

Session 8: Project Finalization

A. Project Work Sessions. Each trainee continued the process of helping other participants and, in addition, met privately with trainers for detailed critique of his/her project.

B. Change Agent Feedback Charts. Participants and staff wrote comments about one anothers' strengths and areas for growth as change agents.

Step 5: Implementation of Projects

Each participant is able to judge the best entry point for his/her innovation. Concentration on analyzing, recognizing, and developing the most effective point of entry and methods to address each problem should be two important foci of training.

It is vital for staff to maintain continuing support and encouragement of participants while projects are initiated and implemented. If a high level of trust has been established among participants, support and encouragement can be shared among them as well.

A number of our participants within close proximity of one another formed support teams. They contracted to give one hour a week to each other to listen to the pleasures and tribulations of being a change agent. To encourage such activity, four support sessions were held for participants and staff. These had been included in our original planning.

At least one, and in some cases three or four site visits were made to each project by staff members to provide encouragement and support to the participants. A function which the training staff fulfilled during these school visitations was to provide a visible link to an external power source (H.E.W. funded training project) for the trainees. This gave counselors considerable leverage in removing resistance to their projects. Articles were submitted to counselors' local newspapers describing the projects and asking for volunteer help and community support.

## Step 6 Evaluation and Continuation of Projects

An evaluation component should be part of each project identifying ways to enable the project implementor to know how close he/she came to accomplishing his/her goals. The evaluation component can also reveal to administration and school boards that projects were successful. This information is important in order to enlist support for continuation of the projects. Designing effective evaluation components requires skills which must be included in the training program. Each participant should be expected to provide an evaluation of his/her project at the end of the implementation phase.

There is no way to ensure continuation of the projects but, in addition to gathering clear evaluation data, attention to a few other strategies can be helpful. First, the need for participants to plan for the future of their projects should be emphasized during training. Second, specific plans for continuation of the projects should be required in the final evaluations, and, third, administrators may be contacted, reminded that these projects have been successfully implemented as pilot programs, and encouraged to take steps to ensure the projects' continuation.

Step 7 Withdrawal of Training Staff

Obviously, the training staff will be unable to provide support to trainees forever. For this reason, it is important for trainees to build support systems within their schools as early in the training as possible. To prevent trainees from feeling abandoned by staff as trainees continue activities in their new role of change agents, it is useful for staff to wean trainees slowly from their support. A few guidelines are in order: 1) Be sure to specifically define the time parameters of staff availability, 2) Letters of support and encouragement should be sent to participants at periodic intervals after projects have been evaluated to encourage them to continue in the role of change agent. If participants have become enthusiastic and committed to change agentry, they will find ways to support one another and continue their efforts to solve clients' problems through an institutional as well as a personal focus for change.

Participants' Change Projects

All of the thirteen projects designed by participants who completed the Counselor Ethnic Awareness Project were judged highly successful by the advisory council to the project, by administrators, counselors themselves, and by the people for whom the projects were designed. The projects ranged in scope and design from simple audio-visual orientation kits, used by students to preview and discuss the ethnic composition of the schools they would enter the coming year, to a multi-cultural fair involving a total school community of 700 people plus another 2000 people from outside the school. Summaries of the projects are available from the director.

# Summaries and Assessment
# of
# Ethnic Appreciation Projects
# Designed and Implemented
# by Participants
# in the
# Counselor Ethnic Awareness Project

Ethnic Heritage Studies Program

Grant # G007602809

Project #549AH60125

A School Community Ethnic Fair

This project involved the development and implementation of an ethnic fair which was seen as a multi-ethnic celebration of the cultural roots of the students at the school. The many goals of the project included the following: to identify the ethnic cultures present in the student body; to raise the school community's (students, teachers, parents, alumni, etc.) consciousness of the diversity of its collective ethnic background; to promote understanding and appreciation among high school students of their own ethnicity and the ethnicity of other students; to put students in touch with relatives in the family group and with members of the community through their research into cultural customs and their acquisition of artifacts; to attempt an interdisciplinary approach to culture and identity; to clarify the distinction between race and ethnicity.

An ethnic survey was conducted with the student body and used to determine ethnic attitudes, identification, and interest in participating in the fair. The survey revealed forty-one different ethnic groups in the school, a high interest in the fair, but much ignorance about ethnicity.

The entire school community worked for three months preparing for the ethnic fair. Ethnicity was utilized as a vehicle for learning in every class. Cooperative links were set up between the school and ethnic groups in the community and students interacted with their extended families in ways they never had before.

During daytime hours the fair was restricted to members of the student body. Students presented their projects to each other and involved each other in activities designed to display the qualities of their ethnic groups. The evening was devoted to a celebration of ethnicity to which families, friends, and the entire community were invited. An international buffet was offered to guests as was the opportunity to view booths and demonstrations representing most of the forty-one ethnic groups in the school. Parents and community groups donated most of the food and much time and energy to serve it. Over 300

people took part in the buffet alone. Throughout the evening, at 15 minute intervals, individual ethnic groups presented entertainment representative of their ethnic heritage.

Four hundred students completed evaluation questionnaires. They clearly revealed that the fair achieved its goals. Facts about ethnic groups were learned, students no longer confused race and ethnicity, and they became more appreciative of each other's ethnic heritage. There was no negative response to the project; in fact, students continue to talk about it and how they will participate in it next year. The activity that received the greatest raves was the ethnic dancing. Adults who attended the fair in the evening commented: "...it was wonderful... I learned a lot about ethnic groups...do it again...we should have more of these types of events...can we have those dancers come to the senior citizens center...etc." Perhaps the comment that best summed up the experience came from a fellow ethnic awareness trainee. It said, "...they (the booths, entertainment, food, working and playing together) represented in a meaningful way the purpose of the Ethnic Heritage Studies Program for me."

The project was a heartwarming experience for all.

## Minority Cultures Mini-Unit

A mini-humanities unit was conducted to change the biased attitudes of students, in an all-white, all-Christian school population toward people of ethnic groups different from their own, i.e.; to make the students aware of others' participation in our society and the rich contribution of each ethnic group to our culture.

In addition to the mini-unit's month-long series of speakers, ethnic awareness experiences, field trips and discussions which utilized many of the materials developed in the Ethnic Heritage Studies Program, the teachers who taught the unit used the ethnic appreciation theme in their other classes. They began each class by helping each student identify and appreciate his/her own ethnic heritage and then helped students recognize and appreciate the ethnic heritage of others. Classes of other teachers also joined in the ethnic experiences.

Evaluation involved a two-part process. The first was a questionnaire which focused on the attitudes of students toward the ethnic groups studied (compared to their attitudes before the program began) and their feelings about the program itself. The second part of the evaluation was a set of discussions held with four randomly selected groups of students. They discussed the original stereotypic portraits created during the first session of the program. Students were also asked to note any changes on their original lists of "typical characteristics" of each ethnic group.

At the conclusion of the project, the teachers who helped with implementation presented a report and self-evaluation of the "experiment" to a monthly faculty meeting. Embellished with ethnic music and ethnic refreshments, the teachers' enthusiastic report of their successes and failures, frustrations, and exciting discoveries was received with highly favorable critique. Members of the faculty complimented the teachers on the project and praised the presentation as providing the most enjoyable faculty meeting they had ever attended.

Minority Cultures Mini-Unit (continued)

Evaluation data strongly suggest that definite changes took place in student attitudes. Students became more accepting of differences and changed negative characteristics through which they described other ethnic groups to positive ones. Students and faculty were extremely enthusiastic about the project and it appears that it has set a precedent in the study of ethnicity that other creative teachers will find easy to follow.

Student Projects in Ethnic Appreciation

Only one Black and one Jewish family live in a white, upper middle class community. A course in ethnicity has been offered for the past two years but not taught because less than nine students each year registered for it.

The object of this project was to increase involvement of students in an action level awareness of ethnicity which would stimulate community interest.

After the goals of the project were described to a social studies classes, a large number of students volunteered to develop individual and group projects to help raise the level of awareness and appreciation of the student body in their own and others' ethnic heritage. The projects were completed with great success and students received course credit. Much material developed through the Ethnic Heritage Studies Program was used. Organizations in the community asked to be and were included in the efforts. The course in ethnicity has been oversubscribed for the coming year.

## A Series of Ethnic Portraits in a Small City

This project attacked the problem of the lack of community awareness and appreciation of the variety of ethnic groups in a city and the unique contributions they make.

Thirteen feature articles with photographs were written for publication in the local newspaper. Each article highlights one of the 12 largest ethnic groups in the city. These twelve were American Indian, Greek, Polish, Irish, English, Italian, Puerto Rican, Jewish, German, Czechoslavakian-Hungarian, Black and French-Canadian. The series highlighted cultural and historical factors that contributed to the present identities fo the various ethnic groups. It also recognized demographic, economic, political and technological factors that affected the groups, and examined and displayed aspects of family life and the creative and expressive arts developed by these groups.

Once the articles were published, they were collated into booklet form for use by middle and high school social studies classes.

Everyone involved in the project was greatly receptive and contributed much time and energy. People who were interviewed took tremendous pride in discussing their ethnic heritage and said the interviews helped them appreciate their heritage even more than they had previously.

As a result of the project, the coordinator of curriculum has organized a group of teachers to design units or courses in ethnic studies. There is high likelihood that the project will be a catalyst for the initiation of ethnic studies in the curriculum for the coming years.

## Students as Change Agents for Portuguese Appreciation

This project recognized the problem of minimal integration and considerable antagonism, both covert and overt, directed toward Portuguese students who comprise a sizeable minority (8%) of the total school population.

Two Portuguese students were recruited to teach Portuguese to a class of non-Portuguese students who volunteered for the experience. The class met four times a week-three times for language instruction with the two student-teachers, and once a week with the counselor, as well as the student-teachers, for ethnic appreciation activities.

An introductory session which explored students' attitudes and feelings toward the Portuguese and a concluding session of the class were taped to assess the effectiveness of the project.

Results clearly revealed that this project had fostered understanding, acceptance, and appreciation of the Portuguese, their people, language, and culture. It had motivated students to assume responsibility as change agents within their peer groups to increase acceptance and appreciation of Portuguese students. The non-Portuguese students have exchanged home visits with Portuguese youngsters in the school and friendships have been formed. Families and neighborhood friends of both Portuguese and non-Portuguese have become very much involved in the project and hence, with each other.

This project has encouraged and fostered understanding and appreciation of a hitherto unaccepted and rejected ethnic minority in this school and community and holds great promise for continuing impact in the years to come.

## A Multi-discipline Approach to Increasing Ethnic Appreciation

This project introduced programs in a high school which would help each student identify and increase understanding of her or his own ethnicity and would inspire the English and social studies departments to develop units in ethnic studies.

By creating a large mural which was displayed in the main foyer, students in the art, language, and social studies departments researched and depicted strengths, differences, and contributions of the various ethnic groups represented at the high school. The public became aware of the project through pictures and articles about the mural in the local newspaper.

Students in the English department created a film on brotherhood which became a catalyst for many student projects on ethnic appreciation. The film will continue to be used from year to year.

The language department used both the film on brotherhood and other activities with an affective focus. These activities were so successful in initiating discussions about ethnic cultures and had such high interest from students, that the faculty plan to include similar activities in their permanent curriculum. Many things happened as a result of this project. Students who were involved have changed their views on ethnicity. They report more awareness of their ethnic background and how it shaped their lives and their families' lives, more openness to people regardless of differences , and better to put themselves into another person's situation. The Resource Center staff has decided to highlight ethnicity at regular intervals throughout the coming school years. One teacher from each grade level and each department in the high school has been assigned to take responsibility for initiating and developing an interdepartmental ethnic appreciation curriculum.

Ethnic Appreciation Alert

This project recognized two goals. The first was the design and implementation of two seminar programs to enable students to appreciate and respect their own and others' ethnic heritage. The second developed a series of workshops for teachers which focused on the affective and cognitive aspects of teaching ethnic appreciation and on ways to include effective ethnic appreciation studies in the school curriculum.

Weekly seminars were held with academically and ethnically diverse students at two different schools. A ninety page curriculum guide, "Roots of America, and How to Appreciate Them" was compiled for the student seminars. This guide utilized many materials developed through the Ethnic Heritage Studies Program.

Questionnaires completed by students at the conclusion of the seminars revealed enthusiasm for the program, more acceptance of ethnic minorities, and an eagerness for the seminars to continue the following year.

Planning sessions to design ethnic appreciation workshops for all teachers in the school system were initiated by the superintendent and curriculum supervisor. The workshops are being developed by teachers who have been involved with the student seminars.

As a result of this project, the school administration has decided to incorporate the study of ethnicity in the secondary school social studies curriculum beginning in September, 1977. "Roots of America" and the student seminars which tested the materials demonstrated the need, usefulness, and effectiveness of studying one's own and others' ethnic heritage.

## Multifaceted Ethnic Appreciation Project

The two primary minority groups in this school, Black-American and Italian-American, display behavior patterns which pose severe problems for themselves and the rest of the student population. The patterns of alienation, isolation, low self-image, stereotyping, low level of accomplishment, and acting out are much more evident in these two groups than in others but there is little recognition of the source of their problems or possible ways to interrupt these self-defeating patterns.

This project was four-pronged. First was a series of meetings with school administration which produced commitment to hiring a consultant to do an in-depth analysis of the problems of the Black and Italian students. Second, a Black History course was initiated as part of the regular curriculum. The course involved students in adaptations of many of the affective experiences used in the Counselor Ethnic Awareness Project. The class planned and implemented many activities for Black History Week to make the rest of the student body aware of the contributions of Black Americans. Third, students in the Work-study program, many of whom are Italian-American, were enrolled in a series of seminars on ethnic appreciation. These sessions were tape recorded so that sections of them can be used in counselor training. Fourth, a series of ethnic awareness seminars was held with the entire guidance department. These seminars have deepened the counselors' awareness and appreciation of their students' ethnicity and enabled them to work more effectively within the school to assist minority students.

The results of this project will be felt throughout the school. The administration has committed time and funds to hiring a consultant. The Black History and Ethnic Awareness classes will continue as regular parts of the curriculum and the Guidance Department plans to continue to explore ways to better meet the needs of minority students.

## Survey to Identify Ethnic Problems Within the School Community

This project involved the design and administration of an ethnic survey by a group of students in a Minorities History class. The survey was given to a random sample of one third of the student body to gather specific information about the ethnic composition of the school, students' perception of their own ethnicity and that of their peers, and problems in the school which have an ethnic focus.

To prepare themselves to develop a sensitive survey which could gather the necessary data, the students participated in exercises and discussions adapted from the Counselor Ethnic Awareness Project sessions.

Ethnic problems which have been revealed through the survey will be addressed through appropriate programs planned by an interested group of students and teachers. Programs which are evolving from this process have full support and approval from the superintendent of schools and the curriculum supervisor.

## Orientation for Ethnic Newcomers

This High School is located in a multi-ethnic community. In the past five years, an average of fifteen students per year entered the high school with less than two years of English. Inadequate provision has been made for orientation of these students and their families. Two classes of English as a Second Language were the only attempts made.

This project was proposed to: 1) aid in providing more appropriate introduction to the school for these students; 2) make school offerings understandable to families of these students; 3) increase other students' awareness of new students' needs.

To meet the above goals, the project involved: the development of an audio-visual (A.V.) orientation program in four languages; English, Spanish, Portuguese, and Lebanese; the course of studies booklet translated and made available in the same language; and student guides trained to act as translators to non-English speaking students.

A large number of students were sensitized to the problems of ethnic newcomers through their involvement in various aspects of the project. The A.V. orientation program script was written by the creative writing classes with translations made by Spanish and Portuguese classes and by volunteers from the Lebanese community. The audio tapes were prepared from scripts by the speech arts classes. Photographs were taken by the photography classes and coordination of the A.V. program was done by A.V. student aides.

The course of studies booklets were translated from the English booklet by volunteers from the School and Community Organization and printed by the Graphic Arts classes.

Student guides were recruited from peer counselors, members of the Portuguese class, members of the Spanish class, and the student body at large and were trained by the school psychologist.

In addition to the in-school part of the project, a multi-ethnic Welcome Committee for Parents was organizaed to visit homes of new-comers and acquaint parents with school services and school philosophy.

The value of this project will not be fully evident until new students profiting from the orientation have completed their high school education. Immediate assessment revealed that those involved in the project were highly enthusiastic and interested in continuing the following year, and the whole school has become more sensitive to the needs of ethnic newcomers.

## Audio-Visual Orientation Kits

In one city fear and misunderstanding exist concerning minority students in the area high schools into which eighth graders enroll as tuition students. This project was designed to allay some of the fear and anxiety felt by the students through helping them see minority group members interacting as important parts of the student body in high school activities. This was done with the preparation of a slide and audio tape presentation of each of three high schools which students planned to attend.

Three presentation kits were prepared and shown to students. They demonstrated interest in the presentations and recommended enthusiastically that they be shown on a regular basis to all students about to enter one of the high schools.

## Ethnic Orientation to a High School

Secondary schools are places where many students become aware of ethnic problems and formulate their personal values. They begin to examine critically the values of their families. Opportunities to examine ethnic differences, contributions, stereotypes, and prejudices in open discussion are not often provided in an educational setting.

The purpose of this project was to prepare a two-part slide cassette orientation program to the high school which would create better understanding between ethnic groups in the school. Part I was an orientation for new students to the high school which included its ethnic composition. Part II was a series of tapes to be used as discussion starters on "How it feels to be part of an ethnic minority in this high school." The tapes involved dialogue between members of two ethnic minorities (Black and Jewish) in the school discussing their feelings about being members of their ethnic group in this high school. An accompanying set of tapes recorded members of the major ethnic groups discussing their attitudes toward Black and Jewish students.

The orientation program will be used by teachers with all students new to the school. The discussion starters will be used by guidance personnel and teachers of psychology.

It is too early to comment on the effect the two-part orientation will have on new and old students, but the students and staff who cooperated in developing the program report themselves to be more sensitive to the problems of ethnic minorities, eager to be part of a welcome committee for newcomers, and willing to participate in future programs to increase ethnic appreciation in the school and community.

## Audio-Visual Introduction to Native American Indian Culture

Through an informal survey it was discovered that students were appallingly ignorant of the culture and contribution of native Americans. Moreover, the concepts and knowledge they had learned were incorrect.

This project created a slide and audio cassette program on American Indian Culture to be used by social studies classes. Topics discussed were religion, disease and healing theories, family life, clothing, laws, government, and war and death. In addition to being available as a permanent resource and stimulation for the study of native Americans by social studies classes, the library has included a copy of the program in their visual aid materials and has listed it in their catalogue used by all teachers in the school.

Students and staff who created the slide cassette program have learned a great deal about native Americans and have deepened their respect for and appreciation of this hitherto unrecognized ethnic group. The project has also been a catalyst for the study of native Americans throughout the school.